DOCUMENT RESUME

ED 268 502 CS 008 400

TITLE Reading and Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1985 (Vol. 46, Nos. 1 through 6).
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE 85
NOTE 9p.; Pages may be marginally legible.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Literacy; Adults; Amish; Annotated Bibliographies; Blacks; *Doctoral Dissertations; Elementary Education; Literacy; Literacy Education; Parent Participation; Reading Aloud to Others; *Reading Research; *Reading Writing Relationship; Sustained Silent Reading; Writing Research
IDENTIFIERS Freire (Paulo)

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) reading and writing as a transaction process; (2) a literacy study among the Amish; (3) readers' representations of writers' aims in expository, persuasive, and ironic discourse; (4) the effectiveness of sustained silent reading and sustained silent writing on reading and writing achievement and reading attitude; (5) a case study of five illiterate black men in a literate society; (6) the effects of reading aloud to third grade students as reflected in their written composition skills; (7) a parents' curriculum for literacy development; (8) literary interpretation as a composing process; (9) reading and rewriting as component processes; (10) effects on content summary production and verbalization of the process for fifth-grade students; (11) Paulo Freire's literacy program and adult basic education in the United States; and (12) reading, writing, and mutual knowledge. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED268502

Reading and Writing:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1985 (Vol. 46 Nos. 1 through 6).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

UMI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS008400

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1985 by University Microfilms International) and may not be reproduced without their proper permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Dahl, Karin Lynn
READING AND WRITING AS TRANS-ACTING PROCESSES

Fishman, Andrea R.
READING, WRITING, AND MEANING: A LITERACY STUDY AMONG THE AMISH

Grant-Davie, Keith Alan
BETWEEN FACT AND OPINION: READERS' REPRESENTATIONS OF WRITERS' AIMS IN EXPOSITORY, PERSUASIVE, AND IRONIC DISCOURSE

Holt, Sondra Baker
THE EFFECTIVENESS OF SUSTAINED SILENT READING AND SUSTAINED SILENT WRITING ON READING AND WRITING ACHIEVEMENT AND ATTITUDE TOWARD READING

Long, Richard Matthew
A CASE STUDY: FIVE ILLITERATE BLACK MEN IN A LITERATE SOCIETY

Michener, Darlene M.
A QUASI-EXPERIMENTAL STUDY OF THE EFFECTS OF READING ALOUD TO THIRD GRADE STUDENTS AS REFLECTED IN THEIR WRITTEN COMPOSITION SKILLS

Payne, Linda Jeanne
LITERACY DEVELOPMENT: A PARENTING CURRICULUM

Roskelly, Hephzibah Crawford
HOW READERS BECOME WRITERS: LITERARY INTERPRETATION AS A COMPOSING PROCESS

Scott, Kathleen Flaherty
CHILDREN'S REVISION ABILITIES: READING AND REWRITING AS COM-PONENT PROCESSES

Smith, Therese Fleurie
SUMMARIZATION TRAINING: EFFECTS ON CONTENT SUMMARY PRODUCTION AND VERBALIZATION OF THE PROCESS FOR FIFTH-GRADE STU-DENTS

Stratiff, Frank Michael
PAULO FREIRE'S LITERACY PROGRAM AND ADULT BASIC EDUCATION IN THE UNITED STATES

Thomas, Gordon Philip
READING, WRITING, AND MUTUAL KNOWLEDGE

READING AND WRITING AS TRANSACTING PROCESSES

Order No. DA8506097

DAHL, KARIN LYNN, PH.D. *Indiana University*, 1984. 234pp.

The focus of this study was on reading/writing transactions as seen from the perspective of the learner. Using an ethnographic methodology, college-aged learners were observed as they engaged in a semester-long curriculum which juxtaposed reading and writing experiences. Learners served as informants, reporting their thinking processes during learning activities within the classroom context. The investigator in the role of both participant observer and teacher recorded observations and gathered documentation from reading/writing assignments. In individual sessions, learners provided introspective accounts of their in-process actions and thoughts during reading and writing. The task involved reading contrasting passages about a topic, drawing a schema map, and writing an essay synthesizing information.

Analyses of introspective data indicated that learners were guided during reading by their prior knowledge of the topic, awareness of the writing task to follow, and expectations about the relationship of one passage to another. During writing, students engaged in extensive rereading both to prompt their memories and generate ideas.

Analyses of field notes and student documents indicated that student summaries written after reading attempted to sound like the original text. Text structure varied from one context to another for the same students. When the subject matter of a reading passage was familiar, students used the author's text structure in their own summaries. Writing performance was shaped by reading experiences and varied from one task to another.

READING, WRITING, AND MEANING: A LITERACY STUDY AMONG THE AMISH

Order No. DA8505064

FISHMAN, ANDREA R., PH.D. *University of Pennsylvania*, 1984. 484pp. Supervisor: Dr. David M. Smith

This study is a topic-oriented ethnography describing the functions, uses, perceptions, and transmission of reading and writing among the Amish. Its focus is a single, dairy farming family (father, mother, 3 sons, and 2 daughters) and that family's communities (church, immediate community, larger community, school, and school community).

Participant observation was the primary data-collecting technique. As a friend of the family (a relationship established ten years prior to the formal research period), the researcher participated in the daily life, extended family life, and larger community life of the nuclear group. For six months, the researcher also observed in their school as a visiting teacher, participating as the situation permitted. The study also involved ethnographic interviews, literacy artifact collection, and research into extant Amish documents and related scholarship.

In addition to detailed description of literacy-related aspects of Amish life, this presents five findings. The first explains Amish literacy as a social and cultural tool performing four identified intra- and intercultural functions; the second defines reading and writing in terms of their roles in Amish life; the third explains the relationship among Amish home, school, and community in the transmission of literacy; the fourth explores Amish relationship to text; and the fifth refutes the notion of a fundamental oral-literate social dichotomy, positing orality and literacy as matters of technological choice.

BETWEEN FACT AND OPINION: READERS' REPRESENTATIONS OF WRITERS' AIMS IN EXPOSITORY, PERSUASIVE, AND IRONIC DISCOURSE

Order No. DA8517902

GRANT-DAVIE, KEITH ALAN, PH.D. *University of California, San Diego*, 1985. 195pp. Chairperson: Charles R. Cooper

This study reviews definitions of persuasion and argument in schemes of discourse and asks how readers infer writers' aims as they read non-fiction texts. From the theoretical review two conclusions are drawn: that argument should be defined as a method of persuasion instead of being contrasted with persuasion; and that persuasive discourse is defined neither by the writer's actual intent, nor by the effect which the discourse creates in readers, but by readers' inferences of the writer's attempt to promote a point of view. Between discourse which tries to share information impartially and discourse which argues explicitly for an opinion there is discourse which advances an opinion implicitly. This includes ironic discourse and discourse which pretends to be impartial.

The first of two empirical studies, a pilot study, looks at skilled readers' attempts to classify ten short texts representing James Kinneavy's referential and persuasive discourse types. The conclusion of this study was that skilled readers ranging from ninth graders to adults can recognize the distinctions on which Kinneavy's scheme is based when the texts clearly exemplify each discourse type.

The second study looks at skilled readers' inferences of ironic subtexts in non-fiction. Eleven readers--five college freshmen and six graduate students in Literature--made thinking-aloud reading protocols as they read five short texts: one clearly argumentative, one impartially informative, and three ironic.

A content analysis of three freshmen's and three graduate students' protocols revealed that freshmen made the same kinds of comments as graduate students, but in different proportions. Most of the comments made by the freshmen were directed at the content of local passages. The graduate students made a greater variety of comments, addressing the rhetorical features, structure, and tone of the texts as well as their content, and making more global comments about the texts. They also compared the texts with other texts more often. These results are compared with those of previous studies using protocol analysis to study reading processes.

THE EFFECTIVENESS OF SUSTAINED SILENT READING AND SUSTAINED SILENT WRITING ON READING AND WRITING ACHIEVEMENT AND ATTITUDE TOWARD READING

Order No. DA8508179

HOLT, SONDRA BAKER, PH.D. *University of South Carolina*, 1984. 92pp. Major Professor: Wanda Gale Breedlove

Student achievement in reading and writing and attitude toward reading following the addition of sustained silent reading and writing instruction to the basal at the junior high school level were the primary objectives of this study.

The control group studied the basal reading program without the additional components of sustained silent reading and sustained silent writing.

The Gates MacGinite Reading Test, The Estes Attitude Scale, The Sequential Test of Educational Progress, Writing subtest, and the *Sager Writing Scale* were administered to a sample of *216* subjects in a single school setting grades seven and eight reading two or more years below grade placement. (Assignment random or how to teach, groups, etc.)

Scatterplot of posttests as a function of pretests were produced: by grade and group. This revealed no linear relationship between pretest and posttest. Correlations of posttests with pretests were discovered to be extremely low. Therefore, the analysis of covariance procedure was not justified. The test scores for the pretest Gates and STEP were then blocked for four levels of ability by grade. A two-way factor analysis for group and ability were computed according to

grade. Posttest Gates and STEP were the dependent variables. The SAGER Writing Scale and the ESTES Attitude data were analyzed using a one-way ANOVA. The *t* test for the post Gates and the post STEP was applied to the mean scores of grade seven and eight to determine if there was a significant difference between groups and ability levels.

There was a significant difference in favor of the experimental group for all variables (reading, writing, and attitude) for grade seven. On the STEP there was a significant interaction between group and ability for grade seven.

For grade eight, the reading and one measure of writing (STEP) were not significant by group, but on the other measure of writing, Sager, the difference was reported in favor of the experimental group No significant difference in attitude was noted at the eighth grade. On the gates there was s significant difference by ability group for the eighth grade as well as a significant interaction by group and ability. Also, on the STEP there was a significant difference by ability for grade eight.

A CASE STUDY: FIVE ILLITERATE BLACK MEN IN A LITERATE SOCIETY

Order No. DA8516232

LONG, RICHARD MATTHEW, ED.D. *The George Washington University*, 1985. 155pp. Director: Clemmont Eyvind Vontress

Paulo Friere (1970) writes that man is more than just an animal processing sensory information, that man's knowledge transforms his reality. It is the ability to organize oneself to transform one's reality that involves language and reading (Scribner and Cole, 1981). How does an illiterate individual organize to negotiate in a literate society? This study investigated how five illiterate black American men negotiate in a literate society. The premise of the study is that all people interact in three worlds: the worlds of objects, of interpersonal interactions, and of self. The men who participated in this study were interviewed with two instruments developed for the case study: a survey and a series of ten pictures about which the men were invited to tell a story. The information gathered from this methodology was used to generate a series of eleven hypotheses and to make recommendations for further study.

A QUASI-EXPERIMENTAL STUDY OF THE EFFECTS OF READING ALOUD TO THIRD GRADE STUDENTS AS REFLECTED IN THEIR WRITTEN COMPOSITION SKILLS

Order No. DA8518078

MICHENER, DARLENE M., PH.D. *University of South Florida*, 1985. 113pp. Major Professor: Leon C. Greabell

The study investigated the effects of reading aloud on written composition skills. Third grade teachers were matched on three variables and one teacher from each of four elementary schools was selected. Two teachers were trained and asked to read aloud for 15 minutes each day from a set of 50 children's literature selections during a 12 week treatment period, and the two control group teachers refrained from reading aloud to their students during the same time period. Students from the four third grade classes were stratified on the basis of federally subsidized school lunch program participation to represent low and middle socioeconomic levels. Forty-seven students were then randomly selected to participate in the investigation.

Parallel sets of writing prompts were given to elicit samples of students' productive written composition skills: (1) Written Semantic Maturity, measured by analysis of purposefully selected words, (2) Written Syntactic Maturity, measured by T-unit analysis, and (3) Writing Style, measured by using holistic impression scoring by trained raters. Pretest writing samples were collected and used as covariates in the posttest analysis and also in the delayed posttest analysis. A multivariate analysis of covariance (MANCOVA) statistical procedure was employed due to the presence of multiple dependent variables to represent written composition skill.

Significant main effects due to the reading aloud treatment were not found. The interaction effects between reading aloud and socioeconomic status were not significant. Likewise, the impact of the treatment at a period four weeks later was not significant.

The conduct of this study revealed that the need to develop instruments that are more valid and reliable is a primary necessity before additional analyses can be conducted in this area. Also, an inability to control field settings frequently prevents a treatment effect on dependent variables. Therefore, future research directions for reading aloud and written composition skills are presented.

LITERACY DEVELOPMENT: A PARENTING CURRICULUM

Order No. DA8514706

PAYNE, LINDA JEANNE, PH.D. *The University of Akron*, 1985. 205pp.

There is support for the idea that parents play a very important part in the education of their children and that they should become active participants in the educational process. One means to help parents better understand their vital role as educator is through parent education programming.

A theoretical curriculum model designed to help parents with children from 0 to 7 years of age was developed within this study. Activities within this curriculum were designed or adapted to help parents more fully understand their role as educator and to assist them in developing skills and confidence in working with their children at home on developmental literacy activities. This curriculum model includes systematic skills training, discussion, and values clarification components which attend to the special needs of the adult learner.

The four sequential concepts outlined for general area of study were parents' role as educator; appreciation of literacy as a developmental process from birth; recognition of the general components of literacy as being listening, speaking, writing, and reading; and practice in selected activities for parents which stimulates literacy development in children.

To facilitate the use of this curriculum in a variety of situations, a workshop format was chosen as the vehicle for presentation of the materials. Three workshop agendas were developed in order to provide flexibility for users while maintaining the sequential structure of the materials.

A curriculum model can be developed which meets the needs of a diverse adult population. A curriculum model can also be designed in such a fashion so as to meet the special needs of the adult learner.

It is recommended that teachers who intend to implement this curriculum be knowledgeable in the area of literacy development as well as being familiar with the special needs of the adult learner. Presenting this curriculum as it has been written is also called for.

Implications for further study include evaluating the suggested activities for their appropriateness. A sampling from a diverse adult population is necessary in order to gain insight into the special needs of varying groups of adults.

HOW READERS BECOME WRITERS: LITERARY INTERPRETATION AS A COMPOSING PROCESS

Order No. DA8511781

ROSKELLY, HEPHZIBAH CRAWFORD, PH.D. *University of Louisville*, 1984. 238pp. Director: Joseph Comprone

This study combines research in learning and cognitive theory with an examination of literary reading theory to argue for the place of imaginative literature in the composition classroom. The study attempts to show how the two disciplines of literature and composition, which in the past decade have become increasingly separated from one another in the teaching of freshman English, can be reintegrated by approaching both as the same act of interpretation. Having first become aware of their strategies as active readers who must predict, revise, and negotiate subjective responses with a text, students become prepared to use those same strategies when they write texts of their own.

The dissertation reviews cognitive theory and psycholinguistic reading theory to establish the similarity between the processes of reading and writing and to demonstrate how Wolfgang Iser's reader-oriented approach to literature, which grounds itself in theories of cognition and psycholinguistics, as well as phenomenology, can transfer to reading in the composition classroom. The dissertation then proposes a model that illustrates how the act of interpretation remains the same in literary reading and in writing. This model shows that readers and writers move from subjective through transitional toward objective approaches as they proceed in reading or writing a text, and demonstrates the recursiveness and the interaction among these stages. Combining discourse and reader-response theory with Stanley Fish's concept of the interpretive community, the study creates a series of assignments and objectives that show how students can negotiate between self and other to interpret in reading and in writing. This model provides a pedagogical means for teaching writing and reading as acts of discovery.

This study suggests, finally, that students who become conscious of the operations they perform as they read literature learn to manipulate and control those operations when they begin to write, and that reading literature and writing can combine effectively to make process work in the composition classroom.

CHILDREN'S REVISION ABILITIES: READING AND REWRITING AS COMPONENT PROCESSES

Order No. DA8514083

SCOTT, KATHLEEN FLAHERTY, ED.D. *State University of New York at Albany*, 1985. 215pp.

This study investigated the reading processes of revision and related them to reading ability. Revision was defined as consisting of two processes: reading/detection, during which problems in texts are detected, and rewriting/correction, during which detected problems are corrected. Although these processes are recognized as occurring recursively, for the purposes of this study they were experimentally isolated, to evaluate their separate contributions to the revision process.

Sixty fifth-grade students wrote and revised a transactional writing task, a set of directions for constructing a geometric design. It was hypothesized that good readers would detect more problems in texts during revision than poor readers, since reading research shows they are better at comprehension monitoring and detecting anomalies in text. It was also hypothesized that good readers would correct more problems during rewriting than poor readers, because, having detected more, they would have a greater potential for correction. Errors in original texts at different levels of discourse (surface, word, and phrase/clause) were identified and traced during reading and rewriting, documenting writers' attention to these levels and relating this to reading ability. Thus, text analysis facilitated process description. A simulated revision task was also a part of the design; therefore, three possible sources of revision difficulty were observed; reading ability, rewriting ability, or the failure to apply existing skills to one's own text.

Reading was found to be an important component of the revision process, since detections made during reading/detection were highly associated with quality of final draft, and since additional detections (beyond those made during the formal reading/detection stage) did not affect quality of final draft. Reading ability was associated with the ability to make these important between-draft detections. Good reader-poor reader differences for correction (rewriting) were mixed, indicating the detection of an error is no guarantee it will be corrected. Own-peer revision processes were not significantly different.

This study demonstrated that the revision process of composition imposed unique reading demands upon writers, which were handled differently by good and poor readers. Reading research and composition are charged with a new challenge: investigating and understanding the reading process within the composition process.

SUMMARIZATION TRAINING: EFFECTS ON CONTENT SUMMARY PRODUCTION AND VERBALIZATION OF THE PROCESS FOR FIFTH-GRADE STUDENTS

Order No. DA8508539

SMITH, THERESE FLEURIE, PH.D. *University of Maryland*, 1984. 201pp. Director: Ruth Garner

The purpose of this study was to investigate whether fifth-grade students who are average or above average readers could be trained to use five rules for producing a written summary of expository text. Forty-two fifth-grade students who were average and above-average readers were the subjects for this study; 25 subjects were assigned to a training condition, and 25 subjects were assigned to a control condition. Subjects in the training condition were trained to use five rules for writing a summary of an expository text.

Training was administered over five days. Time and some materials were the same for the control group, who received instruction in Raphael's (1982) question-answering relationships. Scripts were developed for both groups to ensure uniformity of instruction since the instruction was conducted at two different times and by two investigators. Following training, the subjects participated in three posttest sessions. Two sessions, the first on the day following the last training session and the second two weeks later, required the subjects to read a passage from their Social Studies textbook and write a summary for the passage. The other posttest session required each fifth-grade subject (tutor) to explain to a third-grade student (tutee) the procedure for writing a summary of an expository passage. All of these individual tutoring sessions were audiotaped.

The dependent variables in this study were: number of judged important ideas contained in a written summary of a Social Studies passage, and the number of rules which were mentioned and taught during the tutoring session. Significant differences were found between the two passages on the number of judged important ideas contained in the summaries; however, no significant differences were found between the two groups on the number of judged important ideas contained in the summaries of the two passages. There were significant differences between groups on the rules mentioned and rules taught during the tutorial sessions.

These findings provide support for the necessity of training rules which can be used to produce written summaries. Limitations of this study and future research directions are provided.

PAULO FREIRE'S LITERACY PROGRAM AND ADULT BASIC EDUCATION IN THE UNITED STATES Order No. DA8511086

STRATIFF, FRANK MICHAEL, PH.D. *University of Pittsburgh*, 1984. 142pp. Chairman: Catherine Combleth

This study examines both adult basic education (ABE) in the U.S. and Paulo Freire's literacy program. The study's basic question is: Given the dissatisfaction with and criticism of ABE and subsequent calls for alternative delivery systems, including non-traditional approaches, in what ways would Freire's literacy program provide an effective alternative to ABE?

Chapter I presents an overview of the U.S. adult literacy problem and education and outlines Freire's literacy efforts and program. Of the various literacy definitions, Hunter and Harman's conventional and functional literacy was selected for use in the study.

Chapters II and III examine the U.S. ABE program. Chapter II presents a review of literature which identifies and describes the dominant approaches to ABE and their underlying assumptions. Chapter III explores ABE's most persistent problems: enrollment, dropouts, participant employment and income, as well as staff and program deficiencies.

The last two chapters examine Freire's literacy program as one outreach and instructional alternative. Chapter IV examines Freirean theory and methodology, the use of the Freirean model in selected Third World countries, Freirean assumptions, and the differences between the Freirean model and ABE.

Chapter V considers the use of Freire's literacy program in the U.S. to help alleviate ABE's huge enrollment-need gap by minimizing adult learner school anxiety and participant dropout as well as by utilizing more relevant and appropriate instructional methods and materials. Fusing Freirean theory, methodology, and materials with Adult Performance Level's skill and knowledge areas is proposed to provide undereducated, illiterate adults with the knowledge, skills, and critical consciousness needed to function and participate in our society.

READING, WRITING, AND MUTUAL KNOWLEDGE

Order No. DA8512082

THOMAS, GORDON PHILIP, PH.D. *University of Minnesota*, 1985. 169pp. Major Adviser: Robert L. Brown

"Mutual Knowledge," a topic in the philosophy of language, is knowledge that is known by at least two persons in any meaningful situation and known to be known by both those persons. Mutual knowledge encompasses such issues in the philosophy of language as how intention and convention contribute to meaning and where meaning itself resides. These issues are important to composition theory as well, for the field deals with the practical application of how writers make meaning for their readers through texts. This dissertation explains certain philosophical approaches to these issues, while developing and modifying these concepts so that they can be applied to the reading-writing situation. In addition it uses them to examine two other theories in composition: Linda Flower and John Hayes's cognitive process model of composing and E. D. Hirsch's views on "relative readability" and their application to composition instruction.

The first chapter traces the history of the notion of mutual knowledge, explaining its significance to H. P. Grice's general theory of meaning and arguing against the infinite regress that some philosophers have claimed occurs with mutual knowledge. The chapter also defines and distinguishes three types of mutual knowledge necessary to the reading-writing situation: "world knowledge," "knowledge of conventions," and "knowledge of language." Finally, it amplifies the concept of "world knowledge," giving examples of how it can work for or against a writer.

The second chapter explores the nature of conventions in language, building on the work of David K. Lewis. It argues against confusing the forms that conventions assume with the conventions themselves, which are formal regularities used to convey writers' intentions to particular audiences. The third chapter develops a theory of meaning for the reading-writing situation, by applying the speech-act theories of J. L. Austin and of Kent Bach and Robert M. Harnish.

Chapter 4 incorporates the notion of mutual knowledge into Flower and Hayes's model, elaborating on their concepts of meaning and the long-term memory. Chapter 5 uses Hirsch's 1977 work as an example to argue against emphasizing the formal properties of texts in the teaching of composition. It argues instead that successful writing is a communicative intention, conveyed through mutually known, linguistic conventions.

Copies of the dissertations may be obtained by addressing your request to:

University Microfilms International
Dissertation Copies
Post Office Box 1764
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042